REPORTS OF STUDY COMMITTEES TO THE MINISTER OF EDUCATION ON SECOND LANGUAGE INSTRUCTION

Department of Education

September, 1989

Fredericton, NB

90-00257/

Department of Education
Office of the Minister

September, 1989

The two Provincial committees on Second Language Instruction have submitted their reports and I am pleased to release them.

The membership of the study committees included specialists in second language instruction as well as representatives of the major provincial educational groups. I am sincerely grateful for their advice and guidance on this important aspect of our curriculum.

Both reports recommend improvements in second language instruction within the public school program. These recommendations are far-reaching and will require careful consideration.

The Premier, Honourable Frank McKenna, recently announced the direction the government intends to follow for services and programs for the two linguistic communities in our Province. In his August 10 statement, the Premier pointed out that there would be a strong emphasis on second language instruction and that the government would announce measures concerning improvements to current programs. These reports will provide information and direction for the government as it endeavors to provide quality second language programs in all of our schools.

The two reports are available in both official languages and may be obtained from: The Department of Education, P.O. Box 6000, Fredericton, NB, E3B 5H1.

Shirley Dysart

Shirley Dysart

THE MINISTER'S REVIEW COMMITTEE

ON

FRENCH SECOND LANGUAGE

FINAL REPORT

and

RECOMMENDATIONS

April 7, 1989

Fredericton, New Brunswick
April 14, 1989

The Honourable Shirley Dysart
Department of Education
P.O. Box 6000
Fredericton, New Brunswick
E3B 5H1

Madam Minister,

On behalf of your Review Committee on French Second Language, I am pleased to submit its Final Report.

The continued importance of and improvements in French Second Language education in New Brunswick has motivated all of the recommendations contained within the report. The committee trusts that these will meet with your approval.

Thank you for affording us the opportunity of working together.

Yours truly,

John Lang.

John Lang, Chairperson

THE MINISTER'S REVIEW COMMITTEE

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MEMBERS OF THE COMMITTEE

Mr John Lang	Chairperson
Mrs Kathryn Barnes (Mrs Sharon Hurd, alternate)	New Brunswick Home and School Associations, Inc.
Ms Deborah Creaghan	Student
Mr Berkeley Fleming	Canadian Parents for French
Mme Elisabeth Goguen	New Brunswick School Supervisors' Organization
Mr Clarence LeBlanc	New Brunswick Teachers' Association
Mme Doris LeBlanc	French Second Language Teacher Education Centre, University of New Brunswick
Mr Maurice Legere (Mr David Coughey, alternate)	School Trustees' Association
Ms Anne-Marie McGrath	New Brunswick School Superintendents' Association
Mr David Macfarlane	Secretary

OBSERVERS

Dr G. Keilty	Department of Education
Ms E. J. Owens	Department of Education
Ms D. St-Pierre	Department of Education

PREAMBLE

The Minister's Review Committee on French Second Language was constituted in June 1988 by the Honourable Shirley Dysart, Minister of Education of the Province of New Brunswick. The members of the committee were appointed by the respective bodies which they were to represent.

In her letter inviting these associations to name representatives to the committee, the minister clearly outlined its mandate. The committee was to undertake:

- an analysis of current French Second Language education programs and organization
- a review of student evaluation
- an assessment of the current teaching force and training requirements
- an examination of extra-class opportunities for French Second Language education
- an examination of the incremental costs of French Second Language education
- to provide recommendations for improvements at all levels of organization.

The committee met a total of seven times. At its first meeting, on June 28, 1988, a number of members presented briefs outlining their views on the topics under consideration. These are included in Appendix A together with the Minister's opening remarks. It was also at this meeting that the agenda was set for the subsequent meetings and a timeline established for the committee's work to be completed by January, 1989.

Despite the variety in the backgrounds of the committee members, consensus was reached relatively easily in most areas, as all were united in their desire to work for the public good in the area of French Second Language education. During the course of the meetings, a number of important issues were raised. This is reflected in the number of recommendations prepared by the committee. Concern was expressed quite often at the lack of time accorded to it in order to delve more deeply into what is, in many cases, a contentious subject area.

This report is divided into six sections: Policy, Programs, Staffing, Evaluation, Related Considerations and Funding. Each section contains a number of recommendations introduced by a rationale. The order in which the sections are arranged does not imply a level of importance. A deliberate attempt has been made to keep the report brief.

Neither a cost analysis for the current French Second Language programs nor for the recommendations contained in this report was undertaken by the committee.

The associations and groups represented on the committee wish to thank the Minister for giving them the opportunity to serve on this important project. In addition, they wish to express appreciation to the various organizations which provided the financial and human resources necessary for the meetings to take place. The committee trusts that its recommendations, designed to improve the delivery of what is already a good French Second Language program, will meet with the approval of the Minister and the Government of New Brunswick.

DEFINITION OF TERMS

A number terms will be used in the report. To provide a clear understanding of these, the following definition of terms is presented.

CORE PROGRAM: *in which students study their second language for one period per day.*

EXTENDED CORE: *in which students study their second language for one period per day, and receive instruction in French in another subject.*

EARLY IMMERSION: *in which students take most of their subjects in the second language, beginning in grade 1.*

MIDDLE IMMERSION: *in which students take most of their subjects in the second language, beginning in grade 4.*

LATE IMMERSION: *in which students take a large majority of their subjects in the second language, beginning in grade 7.*

Reference is made to various levels of the New Brunswick Language Proficiency Scale throughout this document. The definition of the levels mentioned is as follows:

LEVEL 1: *Able to satisfy routine travel needs and minimum courtesy requirements.*

LEVEL 2: *Able to satisfy routine social demands and limited work requirements.*

LEVEL 3: *Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics.*

LEVEL 4: *Able to speak the language at a level nearly equivalent to that of an educated native speaker. Speech is extensive, precise, appropriate to every occasion with only occasional, unpatterned errors.*

POLICIES

The members of the committee were unanimous in re-affirming that French Second Language education in New Brunswick is of paramount importance and must be a priority within the New Brunswick education system. The committee firmly believes that all students should be required to reach a basic oral proficiency of Level 1 on the New Brunswick Language Proficiency Scale in order to graduate. Furthermore, each student in the education system must have the opportunity to attain an advanced level of oral proficiency: either a Level 2 by the end of grade 12 through the Core French program, or a Level 3 or higher by the end of grade 12 through the French Immersion program. Thus, the goal of the New Brunswick French Second Language education program is to provide all New Brunswick students with the opportunity to attain functional proficiency in the other official language. The committee recognized that the Department of Education's Policy 501 had been formulated at a time when French Immersion programs were being implemented, but felt that a revised policy was needed to address the political and educational reality of New Brunswick. (See Appendix B for background material.)

Based on these considerations, the committee recommends that

1. Policy 501 be reformulated to take into account the recommendations made in this document and that it refer to all French Second Language programs, and that the new policy include procedural guidelines governing both the introduction of new and the modification of old French Second Language programs in individual districts.

PROGRAMS

During its deliberations, the committee noted that the Government of New Brunswick had stated several years ago that the "Three R's" in this province were: numeracy, literacy in the first official language, and proficiency in the second official language. When considering French Second Language programs now available throughout the province, the committee was struck by the wide variety of instructional time assigned to the teaching of French.

Although many programs are given the same title, the amount of time accorded to them varies from school district to school district and sometimes even from school to school. It is recognized that a variety of conditions exist in the province and that a number of strong, excellent programs have evolved over the years in response to those conditions. In the eleven years that have passed since the 1978 "Base Year Study of the Second Language Competencies of Grade 12 Students", it is felt that there has been a significant improvement in French Second Language student skills.[1] However, while admitting that New Brunswick is in the forefront with regard to French Second Language education, the committee agrees that continued improvements are necessary.

In order to ensure an equal opportunity of access to programs offered throughout the province, the committee realizes that it is necessary to standardize program definitions and expectations throughout the province's school districts. It is also necessary to ensure that each school district is able to offer the basic compulsory program and at least one of the French Immersion options, while recognizing that local options may be developed to meet the various regional needs. It also takes into account that a number of school districts have developed local programs and that these should be closely monitored because they may prove to be of value to the province.

The committee also addressed the question of methodology and co-curricular activities. A level of oral proficiency is the expected outcome of all programs; thus, students should be given ample opportunity to use the language in class. In addition, they should also have the occasion to use the language in a variety of authentic situations outside the classroom and activities which promote the use of French should become part of the curriculum. The committee notes with appreciation that a number of inter- and intra-provincial student exchanges are beginning and expressed the wish that they be expanded.

Another area of concern is continuing French Second Language education beyond the high school. The committee recognizes that students need more opportunities to improve their proficiency in post -secondary programs. (For more details relative to programs, see Appendix C.)

Therefore, the committee recommends that

2. the program definitions and expectations of the various prescribed French Second Language programs, with particular reference to instructional time, as described below, be mandated by the province;

Program Definitions and Expectations

PRESCRIBED PROGRAMS

Core French

One period per day of instruction in the French language, for a minimum total of 930 instructional hours by the end of junior high school. In addition, one full-credit course in senior high school to be compulsory, with provision for additional high school credits. A reasonable expectation of oral proficiency: level 1 at the end of grade 9; level 2 at the end of grade 12.

Late Immersion

A program, beginning in grade 7, in which the majority of courses are offered in French. The minimum instructional time should be: grade 7 - 70%; grade 8 - 60%; and grade 9 - 50%. A continuing program consisting of a three full credits in French Language Arts plus two other full credits in other subjects offered in French must follow in grades 10, 11 and 12. Thus, the complete Late Immersion Program would be comprised of a minimum of 2481 hours. A reasonable expectation of oral proficiency would be level 3 at the end of grade 12, providing the student continues to take a second subject taught in French through high school; and equivalent proficiency in reading and writing.

Early Immersion

A program, beginning in grade 1, in which the majority of courses are offered in French. The minimum percentages of time spent studying in the second language should be: in each of grades 1, 2 and 3 - 95%; in each of grades 4, 5 and 6 - 70%; grade 7 - 60%; grade 8 - 50%; and grade 9 - 40%. A continuing program consisting of a course in French Language Arts plus one other course offered in French must follow in each of grades 10 and 11, and at least one course in French Language Arts in grade 12. Thus, the complete Early Immersion Program would be comprised of a minimum of 6034 hours. A reasonable expectation of oral proficiency: level 3 to 3+ at the end of grade 12, providing the student continues to take a second subject taught in French through high school; equivalent proficiency in reading and writing.

The committee recognized that certain school districts, in response to local needs, have implemented variations on the official programs. These would include the **Middle Immersion Program** and the **Extended Core Program**. The committee recommends the following definitions for these local option programs:

LOCAL OPTIONS

Middle Immersion

A program, beginning in grade 4, in which the majority of courses are offered in French. The minimum percentages of time spent studying in the second language should be: in each of grades 4, 5 and 6 - 80%; grade 7 - 65%; grade 8 - 55%; and grade 9 - 50%. A continuing program consisting of a course in French Language Arts plus one other course offered in French must follow in each of grades 10 and 11, and at least one course in French Language Arts in grade 12. Thus, the complete Middle Immersion Program would be comprised of a minimum of 4524 hours. A reasonable expectation of oral proficiency: level 3 at the end of grade 12, providing the student continues to take a second subject taught in French through high school; equivalent proficiency in reading and writing.

Extended Core French

One period per day of instruction in the French language, plus one other subject taught in French. The total number of instructional hours in the second language could vary from a minimum of 1754 hours (assuming beginning in grade 7) to a maximum of 2145 hours (assuming beginning in grade 3). A reasonable expectation of oral proficiency: level 2+ to 3 at the end of grade 12, providing the student continues to take a second subject taught in French through high school.

3. an interactive, communicative approach to second language teaching and learning be assured at all levels and in all French Second Language education programs; and

4. a publication be prepared that would present clearly the descriptions and expectations of these programs and that this publication be made available to the public.

Furthermore, the committee recommends that

5. the objective of the French Second Language education program be Level 2 on the New Brunswick Language Proficiency Scale; furthermore, that attaining a minimum of Level 1 Oral Proficiency be mandatory for graduation and that this level may normally be attained in Grade 9 **or** at any time during high school;

6. the compulsory French Second Language Core Program be enriched so that by 1995 most students will attain Level 1 on the New Brunswick Language Proficiency Scale by the end of Grade 9 of the compulsory Core program; furthermore, that all senior high schools offer options in the Core French Program that permit those students who have not reached Level 1 by the end of Grade 9 to reach that level during their high school career;

7. co-curricular activities (for example: student exchanges, immersion camps, cultural activities) become an integral part of the French Second Language program in the schools, such activities being absolutely essential in promoting contact with French first-language people, in enhancing bi-cultural proficiency and in motivating students to further their knowledge; and that extra-curricular opportunities (such as Canadian Parents for French's **Concours oratoire** and **Rendez-vous**) be actively pursued and expanded, in co-operation with parent groups;

8. the French Immersion course options now offered at the high school level be strengthened, and that other options be developed and appropriately scheduled (for example, courses in law, economics, sciences);

9. **all** Boards of School Trustees of anglophone school districts offer the Core French Program and, where numbers warrant, at least one, but not more than two, of the French immersion options defined above in order that all students have the opportunity to attain a higher mastery of their other language;

10. Early Immersion (beginning in grade 1) and Late Immersion (beginning in grade 7) be designated as the **only** options to be offered to those students who wish to attain an advanced oral proficiency level of 3 or higher, as well as an advanced level in reading and writing proficiency, until such time as other programs are evaluated;

11. those districts offering an **Extended Core Program** or a **Middle Immersion Program** be permitted to continue to do so; but that no expansion of these programs be encouraged until further study and evaluation is carried out;

12. in order to encourage students to attain the recommended oral proficiency levels within the various programs by allowing them time to speak, the number of students enrolled in any French Second Language classroom be limited to 25 in high school;

13. at the junior high school level, students enrolled in Early Immersion and Late Immersion be taught in separate classes up to the end of grade 9;

14. the Department of Education proceed with the elimination of combined classes in French Second Language education, as combined classes do not permit students to take full advantage of a communicative/experiential approach to second language learning;

15. in the Core Program, to encourage development of oral proficiency in the other language, French be taught during one period per day, each school day;

16. in each school there be at least one classroom dedicated to the teaching of French as a second language, such a classroom being necessary in order to hold all materials needed in the delivery of the programs and to ensure an area to be perceived as a French milieu within the school;

17. teachers fluent in English be employed to teach first language arts to students enrolled in the French Immersion programs;

18. a small group be constituted to study the means and implications of integrating students with exceptional needs so that they may receive instruction in French as a second language;

19. a task force be established whose mandate would be to elaborate a guide for in-class, on-going evaluation of oral proficiency, such a guide to include sample test(s), with emphasis being placed on the elementary and junior high school levels;

20. the Department of Education carry out further research into the feasibility of offering a post-high school French Immersion program;

and

21. taking into consideration the successful use of language laboratories in some jurisdictions, the whole concept of the use of language laboratories and other technologies be assessed in light of new developments.

STAFFING

New Brunswick is fortunate in having access to a large number of teachers whose dominant language is French or who have learned French as a second language. It was recognized, however, that French Second Language education is a demanding profession, which requires constant adjustment to change, not only in methodology, but also in the language itself. Modern languages are dynamic, not static; they constantly change, and it is important that French Second Language teachers be given the opportunity to up-date their second language skills. Over the years, teachers' fluency and depth of linguistic knowledge may be affected by the fact that they are unable to use the language extensively outside the classroom. This is especially true for teachers who work in parts of the province where French is not a dominant language of the community.

The communicative approach to second language teaching also makes great demands on the linguistic knowledge, inventiveness and energy of the teacher. It became apparent during the committee's deliberations that a number of French Second Language teachers request to be assigned to other (teaching) duties after a few years. This creates a need for constantly renewing the French Second Language teaching force. Current staffing statistics are presented in Appendix D.

The diversity and complexity inherent in second language teaching calls for strong leadership at the provincial and school district levels, which in turn calls for adequate funding for certain necessary positions.

With these concerns in mind, the committee recommends that

22. by 1994, specialist teachers should be appointed to teach French Second Language at all levels and in all programs. By specialist, the committee means that a teacher

    - is licensed to teach in the Province of New Brunswick, AND
    - has received accreditation in second language teaching methodology, AND
    - has reached a minimum Level 3 proficiency rating as defined by the New Brunswick Language Proficiency scale in order to teach within the Core French program, OR
    - has reached a minimum Level 4 proficiency rating as defined by the New Brunswick Language Proficiency scale in order to teach within the French Immersion programs.

23. the Department provide the means by which those now employed as French Second Language teachers in the New Brunswick school system may **attain** the minimum levels of second language proficiency as well as the accreditation in second language teaching methodology described above; and, in addition, that the means be developed to permit teachers to **maintain** these minimum levels of proficiency (for example, a program of continuing development, 20 days every five years);

24. in order to be effective members of staff and to be able to communicate with parents, French Second Language teachers be required to have functional proficiency in English;

25. all teachers of French Second Language be trained in the use of the Oral Proficiency Scale and in interviewing techniques and that they be encouraged and trained to use the Middle School Scale as a formative tool for in-class, on-going assessment at the elementary school and the junior high school levels;

26. in order to promote a communicative approach to second language learning, the Department of Education conduct re-training sessions for teachers of French as a Second Language in both methodology and second language proficiency;

27. the Department of Education undertake to project the number of French Second Language specialists needed in New Brunswick over the next five years to 1994, and the number of French Second Language specialists to be trained by the universities over the same period and to suggest that the number of trainees be at least equal to the number of specialists required by 1994;

28. the Department of Education institute some mechanism whereby the attrition due to burn-out of specialist teachers of French as a second language may be controlled and avoided;

29. the current erosion in the numbers of French Second Language education supervisors/co-ordinators be halted, and that persons occupying these positions be granted the time needed to fulfill their responsibilities; furthermore, that each School District have the services of at least one French Second Language education supervisor/co-ordinator whose responsibilities would include, but not necessarily be limited by, supervision of the French Second Language programs;

and

30. the position of **Second Languages Co-ordinator** at the Department of Education be re-instituted.

EVALUATION

Evaluation is an essential component of any program: not only must the students be evaluated, but the program itself must come under scrutiny to ensure that the best possible results are being achieved.

For several years, the province has used the oral interview component of the New Brunswick Second Language Proficiency Test to monitor student ability in speaking the second official language. While this process is fairly time consuming and labour intensive, it appears to have not only given a good indication of the proficiency levels achieved by New Brunswick students, but it also provides an influence on curriculum delivery and language proficiency of teachers. The committee favours continuing this evaluation mode and reaffirms the importance of this program. The province of New Brunswick is to be commended for being in the vanguard in this area.

The committee stressed that the evaluation of student performance in French Second Language education must reflect the objectives of the various programs offered: thus, the evaluation of reading and writing is essential in the French Immersion programs, but is not primary in the Core French Program, whose objective is attainment of a degree of oral proficiency. (See Appendix E for information on student achievement)

The committee makes the following recommendations: that

31. the oral proficiency interview process be re-assessed in order to implement improvements where necessary;

32. the current oral proficiency interview process (including the use of the proficiency scale) continue to be used as the evaluation tool at the grade 10 and grade 12 levels; and that the oral interview be compulsory for all students enrolled in a French course in grade 10 and in grade 12;

33. the Department of Education establish a provincial team of accredited interviewers whose task would be to evaluate the oral proficiency levels of all students enrolled in grade 12 French courses, while the evaluation of students enrolled in grade 10 French courses would continue to be carried out by accredited interviewers employed by the local school boards;

34. the Certificate of Proficiency awarded by the Department of Education be revised to include fuller descriptions of the various levels, including a description of the "plus" (+) notations;

35. there be no French Second Language Provincial Achievement Examination;

36. means be devised to evaluate student oral proficiency at the end of grade 9, and the results used for placement in the appropriate course in senior high school;

37. students enrolled in the Core Program should not be subjected to examinations that test their reading and writing skills to the detriment of evaluating their oral proficiency;

38. the mode employed for evaluating reading and writing in the French Immersion programs, for normal evaluation purposes be left to the discretion of local School Boards;

39. a random sampling of French Immersion students' ability in second language reading and writing be taken from time to time at grades 3, 6, 9, and 12, in order to monitor progress at a provincial level;

40. a random sampling of students' ability in second language aural comprehension be taken from time to time at grades 3, 6, 9, and 12 of both the Core Programs and the French Immersion Programs in order to monitor progress at a provincial level;

and

41. a random sampling of students' oral proficiency in their second language be taken at the grade 6 level of both the Core Program and the French Immersion Program in order to monitor progress at a provincial level.

RELATED CONSIDERATIONS

During the Committee's deliberations, a number of items were discussed which were considered to be extremely important in ensuring the continued improvements to French Second Language education in New Brunswick. These include: opportunities for students to continue their studies in the other official language without detriment to their career choices; continuous assessment of the French Second Language education process in New Brunswick; research opportunities; and the need for wide public and government support for the programs.

The committee recommends that

42. the state of French Second Language education in New Brunswick be reviewed in 1992 and every five years thereafter;

43. post-secondary institutions in the Province of New Brunswick be encouraged to require a graduation requirement in French Second Language in order to reinforce the importance accorded to the other official language by the Province of New Brunswick;

44. post-secondary institutions be encouraged to offer courses which continue and which enrich students' oral proficiency;

45. the Government of the Province of New Brunswick engage in public relations activities at the federal, provincial and municipal levels, for example by co-operating with groups such as Canadian Parents for French, in order to promote and encourage French Second Language studies;

46. the Department of Education undertake a public relations program aimed at high school and university students to sensitize them to the province's need for French Second Language teachers (Immersion and Core);

47. the Government of New Brunswick encourage the universities in New Brunswick to provide adequate French Second Language teacher training and continuing second language training;

48. French Second Language full year re-training grants for teachers be re-instituted;

49. the Government of New Brunswick vigorously pursue further funding through the Official Languages in Education Agreement to expand the Official Languages Monitor Program, the Summer Second Language Bursary Program, the grade 10 and 11 Summer Immersion program, the Annex D and E Fellowship Programs, the Québec-New Brunswick 6-month Student exchange program and the intra-provincial student exchange program;

and

50. funds be provided for research in French Second Language education in New Brunswick, especially in light of the province's initiative in the implementation of a compulsory French Second Language education program beginning in grade 1.

FUNDING

Sufficient funding is required to implement continued assessment and improvement to any program. After much discussion, the committee reached the consensus that, for a number of reasons, it was not possible to enumerate exact figures for the various recommendations that necessitate the expending of funds. However, the committee felt very strongly that funds used to develop and improve French Second Language education in New Brunswick should be identified and expended solely in this area. French Second Language education is and must remain a high priority for all school districts and designated funding is a direct means of ensuring that this objective is met.

The committee recommends that

51. sufficient funding be allocated to implement and continue the recommendations which are meant to strengthen all aspects of French Second Language education and which are contained in this report;

52. funds destined for second language programs be clearly identified as such in the provincial and school board budgets;

53. local School Boards be made accountable to the Department of Education for funds allocated for French Second Language education programs;

54. a funding formula be developed for the employment of French Second Language supervisors/co-ordinators in each school district;

55. more resources for meetings and research be provided to the Core French and French Immersion Curriculum Development Advisory Committees so that these may respond effectively to the special curricular needs of French Second Language programs in New Brunswick;

and

56. funding be available to ensure that all schools have the required materials (including capital equipment) in order to permit equal delivery of French Second Language programs across the province.

CONCLUSION

The Minister's Review Committee on French Second Language trusts that the recommendations it has presented will be implemented as soon as possible. In its view, they are all practicable and will serve to enhance the various programs now in place. The committee firmly believes that its recommendations will have the effect promised by the government's **Agenda for Change**, which calls for improvements to French Second Language education in general and the Core French Second Language program in particular.

It is imperative that all New Brunswick students be given the opportunity to attain a degree of proficiency in their other official language, now that bilingualism has become an important facet of their lives. The committee is confident that the implementation of its recommendations will greatly enhance the province's ability to meet the future bilingual employment requirements envisaged by the recently enunciated official languages policy of the province. The school can provide the base upon which a learner can reach for full bilingualism; the student, and the society of which he/she is a part, must be made aware of the special challenges that second language teaching presents.

The teaching of modern languages is an arduous and exacting task; it is also an exciting and ever-changing one. French Second Language education is, indeed, an ongoing process.

SUMMARY OF RECOMMENDATIONS

The Minister's Review Committee on French Second Language recommends that

1. Policy 501 be reformulated to take into account the recommendations made in this document and that it refer to all French Second Language programs, and that the new policy include procedural guidelines governing both the introduction of new and the modification of old French Second Language programs in individual districts;

2. the program definitions and expectations of the various French Second Language programs, with particular reference to instructional time, as described below, be mandated by the province;

3. an interactive, communicative approach to second language teaching and learning be assured at all levels and in all French Second Language education programs;

4. a publication be prepared that would present clearly the descriptions and expectations of these programs and that this publication be made available to the public;

5. the objective of the French Second Language education program be Level 2 on the New Brunswick Language Proficiency Scale; furthermore, that attaining a minimum of Level 1 Oral Proficiency be mandatory for graduation and that this level may normally be attained in Grade 9 **or** at any time during high school;

6. the compulsory French Second Language Core Program be enriched so that by 1995 most students will attain Level 1 on the New Brunswick Language Proficiency Scale by the end of Grade 9 of the compulsory Core program; furthermore, that all senior high schools offer options in the Core French Program that permit those students who have not reached Level 1 by the end of Grade 9 to reach that level during their high school career;

7. co-curricular activities (for example: student exchanges, immersion camps, cultural activities) become an integral part of the French Second Language program in the schools, such activities being absolutely essential in promoting contact with French first-language people, in enhancing bi-cultural proficiency and in motivating students to further their knowledge; and that extra-curricular opportunities (such as Canadian Parents for French's **Concours oratoire** and **Rendez-vous**) be actively pursued and expanded, in co-operation with parent groups;

8. the French Immersion course options now offered at the high school level be strengthened, and that other options be developed and appropriately scheduled (for example, courses in law, economics, sciences);

9. **all** Boards of School Trustees of anglophone school districts offer the Core French Program and, where numbers warrant, at least one, but not more than two, of the French Immersion options defined above in order that all students have the opportunity to attain a higher mastery of their other language;

10. Early Immersion (beginning in grade 1) and Late Immersion (beginning in grade 7) be designated as the **only** options to be offered to those students who wish to attain an advanced oral proficiency level of 3 or higher, as well as an advanced level in reading and writing proficiency, until such time as other programs are evaluated;

11. those districts offering an **Extended Core Program** or a **Middle Immersion Program** be permitted to continue to do so; but that no expansion of these programs be encouraged until further study and evaluation is carried out;

12. in order to encourage students to attain the recommended oral proficiency levels within the various programs by allowing them time to speak, the number of students enrolled in any French Second Language classroom be limited to 25 in high school;

13. at the junior high school level, students enrolled in Early Immersion and Late Immersion be taught in separate classes up to the end of grade 9;

14. the Department of Education proceed with the elimination of combined classes in French Second Language education, as combined classes do not permit students to take full advantage of a communicative/experiential approach to second language learning;

15. in the Core Program, to encourage development of oral proficiency in the other language, French be taught during one period per day, each school day;

16. in each school there be at least one classroom dedicated to the teaching of French as a second language, such a classroom being necessary in order to hold all materials needed in the delivery of the programs and to ensure an area to be perceived as a French milieu within the school;

17. teachers fluent in English be employed to teach first language arts to students enrolled in the French Immersion programs;

18. a small group be constituted to study the means and implications of integrating students with exceptional needs so that they may receive instruction in French as a second language;

19. a task force be established whose mandate would be to elaborate a guide for in-class, on-going evaluation of oral proficiency, such a guide to include sample test(s), with emphasis being placed on the elementary and junior high school levels;

20. the Department of Education carry out further research into the feasibility of offering a post-high school French Immersion program;

21. taking into consideration the successful use of language laboratories in some jurisdictions, the whole concept of the use of language laboratories and other technologies be assessed in light of new developments;

22. by 1994, specialist teachers should be appointed to teach French Second Language at all levels and in all programs. By specialist, the committee means that a teacher

    - is licensed to teach in the Province of New Brunswick, AND
    - has received accreditation in second language teaching methodology, AND
    - has reached a minimum Level 3 proficiency rating as defined by the New Brunswick Language Proficiency scale in order to teach within the Core French program, OR
    - has reached a minimum Level 4 proficiency rating as defined by the New Brunswick Language Proficiency scale in order to teach within the French Immersion programs.

23. the Department provide the means by which those now employed as French Second Language teachers in the New Brunswick school system may **attain** the minimum levels of second language proficiency as well as the accreditation in second language teaching methodology described above; and, in addition, that the means be developed to permit teachers to **maintain** these minimum levels of proficiency (for example, a program of continuing development, 20 days every five years);

24. in order to be effective members of staff and to be able to communicate with parents, French Second Language teachers be required to have functional proficiency in English;

25. all teachers of French Second Language be trained in the use of the Oral Proficiency Scale and in interviewing techniques and that they be encouraged and trained to use the Middle School Scale as a formative tool for in-class, on-going assessment at the elementary school and the junior high school levels;

26. in order to promote a communicative approach to second language learning, the Department of Education conduct re-training sesions for teachers of French as a Second Language in both methodology and second language proficiency;

27. the Department of Education undertake to project the number of French Second Language specialists needed in New Brunswick over the next five years to 1994, and the number of French Second Language specialists to be trained by the universities over the same period and to suggest that the number of trainees be at least equal to the number of specialists required by 1994;

28. the Department of Education institute some mechanism whereby the attrition due to burn-out of specialist teachers of French as a second language may be controlled and avoided;

29. the current erosion in the numbers of French Second Language education supervisors/co-ordinators be halted, and that persons occupying these positions be granted the time needed to fulfill their responsibilities; furthermore, that each School District have the services of at least one French Second Language education supervisor/co-ordinator whose responsibilities would include, but not necessarily be limited by, supervision of the French Second Language programs;

30. the position of **Second Languages Co-ordinator** at the Department of Education be re-instituted;

31. the oral proficiency interview process be re-assessed in order to implement improvements where necessary;

32. the current oral proficiency interview process (including the use of the proficiency scale) continue to be used as the evaluation tool at the grade 10 and grade 12 levels; and that the oral interview be compulsory for all students enrolled in a French course in grade 10 and in grade 12;

33. the Department of Education establish a provincial team of accredited interviewers whose task would be to evaluate the oral proficiency levels of all students enrolled in grade 12 French courses, while the evaluation of students enrolled in grade 10 French courses would continue to be carried out by accredited interviewers employed by the local school boards;

34. the Certificate of Proficiency awarded by the Department of Education be revised to include fuller descriptions of the various levels, including a description of the "plus" (+) notations;

35. there be no French Second Language Provincial Achievement Examination;

36. means be devised to evaluate student oral proficiency at the end of grade 9, and the results used for placement in the appropriate course in senior high school;

37. students enrolled in the Core Program should not be subjected to examinations that test their reading and writing skills to the detriment of evaluating their oral proficiency;

38. the mode employed for evaluating reading and writing in the French Immersion programs, for normal evaluation purposes be left to the discretion of local School Boards;

39. a random sampling of French Immersion students' ability in second language reading and writing be taken from time to time at grades 3, 6, 9, and 12, in order to monitor progress at a provincial level;

40. a random sampling of students' ability in second language aural comprehension be taken from time to time at grades 3, 6, 9, and 12 of both the Core Programs and the French Immersion Programs in order to monitor progress at a provincial level;

41. a random sampling of students' oral proficiency in their second language be taken at the grade 6 level of both the Core Programs and the French Immersion Programs in order to monitor progress at a provincial level;

42. the state of French Second Language education in New Brunswick be reviewed in 1992 and every five years thereafter;

43. post-secondary institutions in the Province of New Brunswick be encouraged to require a graduation requirement in French Second Language in order to re-inforce the importance accorded to the other official language by the Province of New Brunswick;

44. post-secondary institutions be encouraged to offer courses which continue and which enrich students' oral proficiency;

45. the Government of the Province of New Brunswick engage in public relations activities at the federal, provincial and municipal levels, for example by co-operating with groups such as Canadian Parents for French, in order to promote and encourage French Second Language studies;

46. the Department of Education undertake a public relations program aimed at high school and university students to sensitize them to the province's need for French Second Language teachers (Immersion and Core);

47. the Government of New Brunswick encourage the universities in New Brunswick to provide adequate French Second Language teacher training and continuing second language training;

48. French Second Language full year re-training grants for teachers be re-instituted;

49. the Government of New Brunswick vigorously pursue further funding through the Official Languages in Education Agreement to expand the Official Languages Monitor Program, the Summer Second Language Bursary Program, the grade 10 and 11 Summer Immersion program, the Annex D and E Fellowship Programs, the Québec-New Brunswick 6-month Student exchange program and the intra-provincial student exchange program;

50. funds be provided for research in French Second Language education in New Brunswick, especially in light of the province's initiative in the implementation of a compulsory French Second Language education program beginning in grade 1;

51. sufficient funding be allocated to implement and continue the recommendations which are meant to strengthen all aspects of French Second Language education and which are contained in this report;

52. funds destined for second language programs be clearly identified as such in the provincial and school board budgets;

53. local School Boards be made accountable to the Department of Education for funds allocated for French Second Language education programs;

54. a funding formula be developed for the employment of French Second Language supervisors/co-ordinators in each school district;

55. more resources for meetings and research be provided to the Core French and French Immersion Curriculum Development Advisory Committees so that these may respond effectively to the special curricular needs of French Second Language programs in New Brunswick;

and

56. funding be available to ensure that all schools have the required materials (including capital equipment) in order to permit equal delivery of French Second Language programs across the province.

NOTES

1. See either the 1978 Base Year Study for New Brunswick or Dr. H.H. Stern's report dated November 1984 entitled **French as a Second Language in New Brunswick: A report on the current position and a discussion on the Way Ahead**, pages 8 and 11: 1978 grade 12 random sample results - 60% scored at 0 or 0+. Compare with results 10 years later in 1988 for students taking French in grade 12 in Appendix----. The 1978 study is being replicated this year with a 12% random sample of those on the graduation list.

RAPPORTS DES COMITÉS D'ÉTUDES
À LA MINISTRE DE L'ÉDUCATION
SUR L'ENSEIGNEMENT
DE LA LANGUE SECONDE

Ministère de l'éducation

Septembre, 1989

Fredericton, N.-B.

Ministère de l'Éducation
Cabinet du Ministre

Septembre 1989

À l'issue de la création de deux comités d'études provinciaux sur l'enseignement de la langue seconde, l'un francophone et l'autre anglophone, constitués de spécialistes dans le domaine ainsi que de représentantes et représentants de divers groupes d'intervenants en éducation, deux rapports m'ont été remis et que je rends publics.

Les deux rapports contiennent des recommandations visant à l'amélioration de l'enseignement des langues secondes dans le réseau des écoles publiques de la province. Elles font déjà l'objet d'étude par le personnel concerné au ministère de l'Éducation.

Le Premier Ministre McKenna rendait publique récemment l'orientation que comptait privilégier le gouvernement face à l'importance à accorder aux deux communautés linguistiques de la province. Dans sa déclaration du 10 août, le Premier Ministre indiquait que l'enseignement de la langue seconde en milieu scolaire recevrait une plus grande priorité et que le gouvernement annoncerait dès cet automne les mesures qui viendraient améliorer cet enseignement. Les actions envisagées dans les deux rapports s'inscrivent tout à fait dans la visée de l'engagement gouvernemental, dont le défi consiste à offrir un enseignement en langue seconde qui soit de qualité dans toutes les régions de la province.

Les deux rapports sont disponibles dans les deux langues officielles et peuvent être obtenus à l'adresse suivante: Ministère de l'Éducation, C.P. 6000, Fredericton, N.-B., E3B 5H1.

Shirley Dysart

Shirley Dysart

Fredericton, Nouveau-Brunswick

Le 10 décembre 1967

Madame la Ministre,

En qualité de président du Comité, j'ai le plaisir de vous remettre le Rapport du Comité d'étude sur l'enseignement de l'anglais dans les écoles publiques francophones du Nouveau-Brunswick.

Vous y trouverez des recommandations susceptibles de contribuer à l'amélioration de cette discipline en milieu scolaire.

En vous remerciant de nous avoir permis d'étudier la situation de cet enseignement dans nos écoles francophones et en vous souhaitant bonne réception du rapport, je vous prie d'agréer, Madame la Ministre, l'expression de mes sentiments distingués et les meilleurs.

Le président,

Clarence Légère

Honorable Shirley Dysart
Ministre de l'Éducation
Case postale 6000
Fredericton, N.-B.
E3B 5H1

GOUVERNEMENT DU
NOUVEAU-BRUNSWICK

MINISTÈRE DE L'ÉDUCATION

DIRECTION GÉNÉRALE DU
DÉVELOPPEMENT PÉDAGOGIQUE

RAPPORT DU COMITÉ D'ÉTUDE À LA MINISTRE

SUR L'ENSEIGNEMENT DE L'ANGLAIS DANS

LES ÉCOLES PUBLIQUES FRANCOPHONES DU NOUVEAU-BRUNSWICK

FREDERICTON, N.-B.

NOVEMBRE 1987

INTRODUCTION

L'apprentissage d'une seconde et même d'une troisième langue revêt une importance grandissante dans la plupart des pays du monde. Le développement et la complexité des relations internationales tant aux plans politique, qu'économique et culturel l'exigent en effet. Dans un pays et une province officiellement bilingue, l'apprentissage de la langue seconde devient primordial. Pour des francophones vivant dans une province, un pays et sur un continent où la langue anglaise est très majoritairement répandue, l'apprentissage de celle-ci devient essentiel.

Le ministère de l'Education, conscient de son rôle et de ses responsabilités à l'égard de la population scolaire, se doit donc d'assurer à tous les élèves un solide enseignement de la langue seconde.

A cet effet, le ministre de l'Education a chargé un Comité consultatif, formé d'administrateurs scolaires, de pédagogues et d'enseignants, de lui proposer un plan d'action visant à maximiser l'apprentissage de la langue seconde par l'ensemble des élèves francophones du Nouveau-Brunswick.

Afin d'éclairer ses recommandations, le Comité consultatif a cru essentiel, dans un premier temps, d'aligner son plan d'action sur les principes directeurs de la politique de l'enseignement des langues dans les écoles francophones du Nouveau-Brunswick et d'identifier un certain nombre d'éléments à prendre en compte afin d'assurer la mise en oeuvre et l'efficacité du plan d'action. En dernier lieu, le Comité propose un certain nombre d'actions concrètes qui lui paraissent importantes d'entreprendre afin d'assurer un meilleur apprentissage de l'Anglais langue seconde.

I - Principes directeurs de l'enseignement des langues

Le document de politique sur l'enseignement des langues au Nouveau-Brunswick francophone identifie six principes qui doivent servir de guides à la planification et à l'identification des objectifs spécifiques qui orienteront le procédé pédagogique, à savoir:

1. Le respect du rôle de l'école française dans la reproduction de la culture de la communauté francophone du Nouveau-Brunswick.

2. L'importance de la langue française non seulement comme mode d'expression mais comme milieu de vie.

3. L'importance de la langue seconde comme moyen de communication avec la communauté anglophone.

4. L'acquisition d'une langue seconde sans perte au niveau de la langue maternelle.

5. Le respect des zones de vitalité linguistique, en donnant au niveau local suffisamment de latitude pour ajuster les procédés pédagogiques à la réalité du milieu.

6. Le respect des préalables psychologiques et cognitifs à l'apprentissage de la langue maternelle et de la langue seconde.

Ces principes directeurs devront servir de guide et de soutien dans l'élaboration d'un plan d'action en matière d'enseignement de la langue seconde.

II - Composantes du plan d'action

En plus des principes directeurs que nous dicte la politique de l'enseignement des langues, il importe de prendre en considération un certain nombre de composantes qui ont un effet direct sur l'apprentissage et auxquelles doit s'adresser tout plan d'action. Ainsi, on devra tenir compte des éléments suivants:

1. Le seuil de compétence*

S'il est essentiel que tous les élèves reçoivent un solide enseignement de la langue seconde, il serait illusoire de penser que tous pourront atteindre le même seuil de compétence. Une multitude de facteurs influencent en effet l'apprentissage d'une langue, parmi lesquels l'école publique n'est qu'un élément entre beaucoup d'autres.

Il importe néanmoins de fixer un seuil minimum de compétence que tout élève devrait avoir atteint à sa sortie de l'école secondaire, quel que soit son milieu d'origine. C'est ainsi que tout élève devrait pouvoir lire et comprendre l'anglais avec aisance, y inclus les textes techniques et scientifiques à son niveau. Ces habiletés sont d'autant plus importantes que tout élève se destinant à des études post-secondaires aura à consulter un nombre important de références en langue anglaise, et ce, même dans les universités et les collèges francophones.

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* L'annexe 1 donne un aperçu des objectifs généraux des programmes d'anglais, langue seconde, voies A et B.

De même, tout élève à sa sortie de l'école secondaire, devrait pouvoir s'exprimer à l'oral comme à l'écrit dans un anglais simple et correct, qui lui permette de communiquer dans les circonstances normales de la vie quotidienne.

2. Le temps d'enseignement

On ne peut espérer d'augmentation sensible du temps d'enseignement réservé actuellement à la langue seconde dans le régime pédagogique. Toutes les disciplines du régime ont en effet leur importance et souffrent d'un manque de temps à la grille horaire. C'est donc davantage en terme d'efficacité du temps accordé à l'enseignement de la langue seconde plutôt qu'en terme d'augmentation du temps d'enseignement qu'il faut penser.

On sait par ailleurs que l'apprentissage d'une langue seconde pourrait être particulièrement efficace dans les situations non-formelles parce que ces dernières favorisent un plus faible niveau d'anxiété en situation de communication et une plus grande motivation de l'apprenant. Il faudrait donc chercher à encourager dans le plan d'action les activités para-scolaires et extra-scolaires qui pourraient favoriser un apprentissage plus efficace de la langue seconde.

3. Le personnel enseignant et d'encadrement

La qualité de tout enseignement dépend largement de la formation et de la préparation de l'enseignant. Dans l'enseignement d'une langue, cette considération prend une importance encore plus grande, la qualité du modèle linguistique étant déterminante à l'apprentissage.

Bien qu'il soit possible aujourd'hui, grâce à l'apport de la technologie, d'offrir aux élèves un modèle linguistique correct, nonobstant les capacités de l'enseignant de s'exprimer dans cette langue, il n'en demeure pas moins que l'enseignant doive posséder les connaissances pédagogiques et méthodologiques appropriées à l'enseignement d'une langue seconde. A cette fin, on devra s'assurer que les enseignants aient reçu la formation ou les suppléments de formation nécessaires à l'implantation des programmes d'études.

De plus, on devra voir à la présence d'un encadrement pédagogique suffisant pour soutenir les enseignants dans leur démarche, pour assurer le respect des objectifs des programmes d'études et pour voir à en évaluer les résultats auprès des élèves.

4. Les programmes d'études et l'évaluation des apprentissages

Afin d'atteindre les seuils de compétence souhaités, il importe que les objectifs des programmes d'études soient clairement définis, que les guides pédagogiques soient bien articulés et que le matériel pédagogique réponde aux objectifs poursuivis.

Les programmes et les guides devraient également tenir compte de la diversité des clientèles et des styles d'apprentissage. De plus, ces apprentissages devront faire l'objet d'une évaluation suivie tant de la part des Conseils scolaires que du ministère de l'Education.

5. La recherche et l'expérimentation

Toute action en matière d'enseignement de la langue seconde devra s'appuyer sur des principes éprouvés et les données les plus récentes de la recherche dans le domaine.

A cet effet, la recherche et l'expérimentation pratiques devraient être encouragées et soutenues. En enseignement de l'anglais langue seconde, nous avons besoin de constituer un ensemble néo-brunswickois de recherche et d'expérimentation pratiques; c'est la seule façon de nous assurer de la validité de nos choix pédagogiques et d'en améliorer sans cesse les résultats.

Les divers types d'expériences devraient cependant recevoir une autorisation ministérielle et faire l'objet d'un encadrement et d'une évaluation systématique.

6. Les facteurs administratifs et financiers

Dans toute action en matière de langue seconde, il faudra prendre en considération un certain nombre de facteurs administratifs qui peuvent varier considérablement d'un conseil scolaire à l'autre ou même d'une école à l'autre. De plus tout plan d'action en anglais langue seconde devra s'appuyer sur des données budgétaires réalistes pour avoir quelque chance de réussite.

L'articulation du plan d'action proposé repose donc en grande partie sur sa capacité de prendre en compte l'ensemble de ces composantes en proposant une série de mesures précises et efficaces qui s'adressent à chacune d'elle.

III - Actions proposées

En conséquence des principes directeurs et des diverses composantes susceptibles d'avoir un effet sur la qualité de l'enseignement et des apprentissages, le Comité consultatif provincial recommande les actions suivantes:

1. Une évaluation provinciale du seuil de compétence actuel des élèves à la fin de la 10e année en anglais langue seconde. Cette évaluation devrait prendre en compte le savoir-lire, le savoir-écouter, le savoir-écrire et le savoir-parler. Cette étude permettrait d'avoir un portrait réaliste et objectif de la situation actuelle dans l'ensemble de la province.

2. Il serait important que l'anglais langue seconde fasse l'objet d'une évaluation provinciale annuelle pour fin d'obtention du diplome d'études secondaires et que cette évaluation respecte les seuils de compétence souhaités au niveau des quatre savoirs. Il serait également souhaitable que des évaluations soient prévues en 6e et en 9e années par les districts scolaires.

3. En collaboration avec les Conseils scolaires, le ministère de l'Education devrait s'assurer du respect du temps prévu à l'anglais langue seconde à la grille horaire et ce à tous les niveaux.

4. L'organisation de diverses activités para-scolaires et extra-scolaires qui auraient pour objectif d'augmenter la motivation des élèves à l'égard de l'apprentissage de l'anglais langue seconde devrait être encouragée. Le Comité provincial d'anglais langue seconde devrait à cet effet préparer un inventaire critique des possibilités en ce domaine et le ministère de l'Education devrait arrêter un plan d'action en ce sens avec les Conseils scolaires.

5. Le ministère de l'Education devrait voir à arrêter un plan collectif de perfectionnement pédagogique à partir des ententes signées entre le Ministère et le Secrétariat d'Etat. Ce plan devrait être échelonné sur une période de cinq ans et tenir compte des besoins de chaque milieu scolaire, des enseignants et des conseillers pédagogiques, de même que des programmes d'études et des nouveaux procédés pédagogiques.

6. Afin d'encourager les initiatives de perfectionnement individuel prises par les enseignants eux-mêmes, il faudrait continuer à favoriser l'octroi de bourses d'études de courte durée à l'égard des enseignants tel que prévu dans l'entente entre le Ministère de l'Education du Nouveau-Brunswick et le Secrétariat d'Etat.

7. Il serait important d'augmenter le nombre de moniteurs d'anglais langue seconde lors de la signature de la prochaine entente entre le Conseil des Ministres de l'Education (Canada) et le Secrétariat d'Etat afin que tous les Conseils scolaires francophones qui le désirent, puissent en bénéficier. Ces moniteurs qui, au moyen d'activités complémentaires, aident les élèves dans leur apprentissage de la langue seconde, peuvent s'avérer en effet un moyen efficace d'améliorer le seuil de compétence de nos élèves en langue seconde.

8. Le programme de bourses d'été à l'intention des élèves désirant se perfectionner en langue seconde devrait être maintenu et même augmenté, si possible, lors de la signature de la prochaine entente avec le Secrétariat d'Etat.

9. Le ministère de l'Education, en collaboration avec les Conseils scolaires, devrait prévoir l'achat de matériel de lecture complémentaire en anglais, en particulier pour les bibliothèques scolaires.

10. Le ministère de l'Education devrait apporter son concours afin d'instrumenter les Conseils scolaires dans une évaluation suivie des apprentissages. Cette aide pourrait prendre la forme d'une banque d'items d'évaluation pouvant servir aux examens de fin de cycles.

11. Le ministère de l'Education devrait prévoir un fonds spécial pour initier et encourager les innovations et les expérimentations dans l'enseignement de l'anglais langue seconde. Le Ministère devrait cependant participer à l'élaboration, à l'implantation et à l'évaluation de ces projets.

12. Le ministère de l'Education devrait prévoir un budget spécial de mise en oeuvre de ces diverses actions dès l'année scolaire 1988-1989.

Le Comité consultatif croit fermement que la réalisation du présent plan d'action aurait un effet considérable sur la qualité de l'enseignement et de l'apprentissage de la langue seconde. Il sera d'ailleurs important que dans sa mise en oeuvre, il s'établisse une étroite collaboration entre le ministère de l'Education et les Conseils scolaires afin de s'assurer que tous les élèves de la province puissent bénéficier du redressement anticipé et qu'on puisse atteindre véritablement les seuils de compétence souhaités.

ANNEXE 1

OBJECTIFS GÉNÉRAUX DES PROGRAMMES

D'ANGLAIS, LANGUE SECONDE

OBJECTIFS GÉNÉRAUX DES PROGRAMMES D'ANGLAIS

ANGLAIS LANGUE SECONDE - VOIE A

AU NIVEAU ÉLÉMENTAIRE

À la fin de l'élémentaire, l'élève qui a terminé avec succès le programme de la Voie A devrait, conformément à ses capacités et à son expérience de la langue, pouvoir:

COMPRÉHENSION ORALE	COMPRÉHENSION ÉCRITE	EXPRESSION ORALE	EXPRESSION ÉCRITE
- comprendre et réagir convenablement à des messages en anglais de base traitant de sujets qu'il connaît et employés dans des situations correspondant à son âge.	- comprendre et réagir convenablement à des messages écrits en anglais de base ainsi que pouvoir comprendre des textes écrits au niveau de lecture de 500 mots.	- s'exprimer convenablement en anglais parlé de base pour se faire comprendre dans des situations correspondant à son âge.	- rédiger des phrases simples dans un anglais courant et correct.

AU NIVEAU DU PREMIER CYCLE DU SECONDAIRE

À la fin du secondaire premier cycle, l'élève qui a terminé avec succès le programme de la Voie A devrait, conformément à ses capacités et à son expérience de la langue, pouvoir:

- comprendre et réagir convenablement à des messages énoncés dans un langage qui dépasse l'anglais de base traitant de sujets et employés dans des situations typiques de la pré- et de la jeune adolescence.	- comprendre et réagir convenablement à des textes écrits dans un language qui dépasse l'anglais de base traitant de sujets et employés dans des situations typiques de la pré- et de la jeune adolescence.	- s'exprimer convenablement dans un langage parlé qui dépasse l'anglais de base pour se faire comprendre dans des situations typiques de la pré- et de la jeune adolescence.	- rédiger dans un anglais courant et correct des phrases complexes.

AU NIVEAU DU DEUXIÈME CYCLE DU SECONDAIRE

À la fin de la 10^{e} année, l'élève qui a terminé avec succès le programme de la Voie A devrait, conformément à ses capacités et à son expérience de la langue, pouvoir:

- comprendre et réagir convenablement à des messages en anglais standard courant pour pouvoir retirer l'essentiel des conversations et des échanges à l'oral sur des sujets qu'il connaît dans des situations correspondant à l'adolescence.	- comprendre des textes écrits en anglais courant dans des manuels scolaires, des médias d'informations populaires et des livres de fiction s'adressant aux adolescents.	- s'exprimer convenablement en anglais parlé courant pour se faire comprendre dans des situations scolaires, sociales et professionnelles correspondant à l'adolescence.	- rédiger un paragraphe dans un anglais courant, correct, dans lequel les idées et les détails sont présentés de façon logique.

ANGLAIS LANGUE SECONDE - VOIE B

AU NIVEAU ÉLÉMENTAIRE

À la fin de l'élémentaire, l'élève qui a terminé avec succès le programme de la Voie B devrait, conformément à ses capacités et à son expérience de la langue, pouvoir:

COMPRÉHENSION ORALE	COMPRÉHENSION ÉCRITE	EXPRESSION ORALE	EXPRESSION ÉCRITE
- Identifier les idées principales et les détails pertinents d'une présentation orale.	- comprendre et extraire les idées et renseignements importants ainsi que les inférences les plus évidentes des lectures qui s'adressent aux anglophones du même âge	- démontrer sa capacité d'utiliser de l'anglais courant, poli, énoncé clairement avec à peu près la même aisance qu'un anglophone (i.e.: lors de ses interventions dans les cours d'anglais.).	- rédiger des phrases correctes;

AU NIVEAU DU PREMIER CYCLE DU SECONDAIRE

À la fin du secondaire premier cycle, l'élève qui a terminé avec succès le programme de la Voie B devrait, conformément à ses capacités et à son expérience de la langue, pouvoir:

- Identifier les idées et les renseignements importants ainsi que les inférences les plus évidentes d'une présentation orale;	- comprendre et extraire les idées, renseignements et inférences importants et identifier les techniques stylistiques employées des lectures qui s'adressent aux pré- et aux jeunes adolescents anglophones;	- Démontrer sa capacité d'utiliser l'anglais courant, poli, énoncé clairement avec à peu près la même aisance qu'un anglophone de son âge (i.e.: lors de ses interventions dans les cours d'anglais).	- rédiger un paragraphe dans un anglais courant, correct, dans lequel les idées et les détails sont présentés de façon logique;

ANGLAIS LANGUE SECONDE - VOIE B (suite)

AU NIVEAU DU DEUXIÈME CYCLE DU SECONDAIRE

À la fin du deuxième cycle, l'élève qui a terminé avec succès le programme de la Voie B devrait, conformément à ses capacités et à son expérience de la langue, pouvoir:

COMPRÉHENSION ORALE	COMPRÉHENSION ÉCRITE	EXPRESSION ORALE	EXPRESSION ÉCRITE
- Identifier les idées et les renseignements importants, aussi bien que les techniques stylistiques employées et les buts des auteurs d'une présentation orale.	- Extraire les idées et renseignements essentiels des textes en anglais; - identifier les techniques stylistiques employées et les buts des auteurs des ouvrages de prose instructifs.	- Démontrer sa capacité de faire des interventions en classe ainsi que de pouvoir préparer et présenter des textes à l'oral dans un anglais courant, correct, clairement énoncé, exprimé de façon concise et logique.	- Démontrer sa capacité d'accomplir correctement en anglais des tâches d'écriture utilitaires associées au milieu de travail ou à la vie civile, commerciale et sociale de tous les jours; - Rédiger une composition en prose explicative correcte dans laquelle les idées et les renseignements sont présentés de manière logique.

ANNEXE 2

MANDAT ET COMPOSITION

DU COMITÉ D'ÉTUDE

COMITÉ D'ÉTUDE AU MINISTRE SUR L'ENSEIGNEMENT DE L'ANGLAIS DANS LES ÉCOLES PUBLIQUES FRANCOPHONES DU NOUVEAU-BRUNSWICK

CONTEXTE

Au printemps dernier, le ministre de l'Éducation annonçait, lors des travaux de l'Assemblée législative, la mise sur pied de deux comités, l'un francophone et l'autre anglophone, pour étudier la situation de l'enseignement des langues secondes dans les écoles publiques de la province.

En février 1983, le ministère de l'Éducation organisait un colloque provincial à Moncton sur l'enseignement de l'anglais langue seconde, dont l'objectif consistait à brosser un tableau de l'état de la situation et proposer une orientation générale à donner à l'enseignement de l'anglais.

À l'issue du colloque, un comité consultatif provincial au Ministre sur l'enseignement de la langue seconde recevait le mandat de donner suite aux actes du colloque.

Dans l'immédiat, le comité a été amené à reconnaître l'importance d'établir une politique scolaire des langues, maternelle et seconde, destinée aux écoles francophones publiques de la province.

À cet effet, une recherche importante, à la demande du comité, a été menée par les professeurs William F. MacKay de l'Université Laval et Rodrigue Landry de l'Université de Moncton.

La recherche a amené le Ministère à retenir, quant à l'enseignement des langues, l'objectif d'un bilinguisme «additif». Cela suppose un haut niveau de compétence dans la langue maternelle et un prolongement de celle-ci pour une compétence élevée dans la langue seconde.

A la suite de cette décision, le comité était élargi pour inclure, à l'intérieur comme à l'extérieur du Ministère, des responsables de l'enseignement du français, langue maternelle.

De plus, la recherche a donné lieu à l'élaboration d'un avant-projet de politique intitulé «Vers une politique de l'enseignement des langues maternelle et seconde dans les écoles publiques francophones du Nouveau-Brunswick: objectifs et contexte». L'avant-projet était achevé en mai 1986 et discuté avec les directrices et directeurs généraux à la fin du même mois. Le temps ne nous ayant pas permis de discuter en profondeur du dossier, le sujet était ramené à la réunion de septembre dernier. A cette réunion, les directrices et directeurs généraux acceptaient les principes tels que stipulés dans l'avant-projet.

Dans ce contexte, le comité d'étude sur la langue seconde, proposé par le Ministre consistera, principalement,à établir un plan d'action susceptible de contribuer à l'amélioration de l'enseignement de l'anglais langue seconde dans les écoles publiques francophones du Nouveau-Brunswick.

Il est utile de rappeler toutefois que depuis le colloque de Moncton, en plus de l'élaboration de l'avant-projet sur la politique des langues, des expériences sont actuellement en cours dans certains conseils scolaires francophones de la province là où la possibilité de contact avec les anglophones est la plus réduite. Les expériences ont pris forme suite aux consultations auprès du professeur MacKey.

En septembre 1985, une première expérience avait cours dans les conseils scolaires 1, 33 et 37. À présent, sept écoles y participent. Il s'agit d'élèves débutants par rapport à l'anglais, dans des classes de 3^{e} et 4^{e} années. Une évaluation externe de cette expérience s'effectue actuellement sous la direction du Professeur Lightbown, Directrice du Centre «TESL» (Teaching English as a Second Language) à l'Université Concordia de Montréal.

En septembre 1986, le Ministère a mis en place une deuxième expérience au niveau secondaire dans le conseil scolaire n° 6 (5 classes en 7^{e} année et 4 classes en 10^{e} année). De plus, dans le conseil scolaire n° 5, un nouveau programme d'enseignement par ordinateur de l'anglais langue seconde est mis à l'essai depuis la rentrée scolaire dans une école élémentaire. L'expérience du conseil scolaire 07 à l'école La Source mérite également d'être soulignée et une évaluation sera effectuée à la fin de la présente année scolaire.

Le Ministère et les responsables des conseils scolaires concernés suivent ces expériences de près. La suite de ces expériences pour l'année 1987-88 est actuellement en préparation.

MANDAT DU COMITÉ

À la lumière des principes retenus, des expériences en cours et des besoins identifiés, le but du comité consiste à recommander au Ministre les moyens à mettre en place pour une amélioration de l'enseignement de la langue seconde dans les écoles publiques francophones du Nouveau-Brunswick.

À cette fin, le comité s'attardera de façon spécifique aux points suivants:

. temps consacré à l'enseignement de l'anglais;
. programmation scolaire, voies A et B;
. alternatives possibles au régime actuel;
. matériel didactique;
. qualifications du personnel enseignant;
. perfectionnement pédagogique du personnel enseignant;
. réseau de supervision pédagogique
. évaluation des programmes et des apprentissages;
. paliers de responsabilité; et
. autres points pertinents.

COMPOSITION DU COMITÉ

Il s'agit d'un nouveau comité. Cependant, il comprend des membres du comité actuel et de nouvelles personnes. Il est élargi de manière à faire appel à des enseignantes et enseignants des divers niveaux d'enseignement.

Ainsi, il est composé de représentantes et représentants de l'intérieur et de l'extérieur du Ministère:

. M. Clarence LÉGÈRE, directeur général, conseil scolaire n° 53 et président du comité
. Mad. Marguerite-May BERTRAND, coordonnatrice en anglais langue seconde, conseil scolaire n° 07
. Mad. Bernadette SÉNÉCHAL-GAGNÉ, enseignante de 3^{e} année à l'école Saint-Joseph, conseil scolaire n° 33
. Mad. Germaine DAIGLE, enseignante de 7^{e} année, École Télesphore-Arsenault de Richibouctou, conseil scolaire n° 39

. M. Donald BRINE, professeur à l'Université de Moncton;
. M. Nelson FONGÉMIE, Chef de département, École Népisiguit, conseil scolaire n° 41;
. M. Allan FORSYTH, Ministère de l'Éducation, secrétaire exécutif du comité;
. M. Raymond DAIGLE, ministère de l'Éducation, membre d'office;
. M. Normand-Gilles BÉRUBÉ, ministère de l'Éducation, membre d'office.

CALENDRIER

L'étude sera menée du mois de février 1987 à la fin juin 1987, date à laquelle le rapport devra être remis au Ministre.

Janvier 1987